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A DETERMINATION OF THE CLASSTIME USED FOR
EXTRACURRICULAR ACTIVITIES IN
WHITEFISH HIGH SCHOOL

by

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B. S. MONTANA STATE COLLEGE, 1950

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requirements for the degree of
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1956

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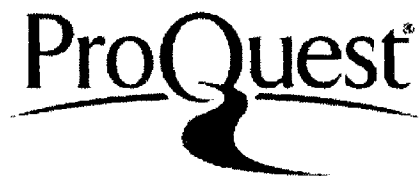


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CHAPTER I

INTRODUCTION TO THE STUDY

The problem. If one were to conduct a survey of Montana's high schools today and ask this one question in particular, "How much class time is needed for your extracurricular activities program?", one would receive a wide variety of answers for a number of reasons. The most important reason is that the question is too involved to be answered completely and precisely. There are those at one extreme who try to conduct all extracurricular activities during out-of-school time, and at the other extreme are found those who recognize the educational value of extracurricular activities and try to combine them with the curricular as much as possible to obtain the maximum learning situation. In the middle is found the large group who recognize the value of extracurricular activities but have not, as yet, brought them into the curriculum. And yet, each high school administrator must in effect, ask himself that question at the beginning of each school year. In order to administer the extracurricular activities program effectively, he should know what constitutes that program.

Student activities of many kinds have found their way into the school program. The growth has been steady and natural, based on the interests of youth

and on earnest desire on the part of forward looking educators to develop an educational program that provides opportunities for all youth to live more happily and fruitfully.¹

There is widespread agreement among administrators and faculties that these activities are important in the development of student social skills, but these administrators and faculties are faced with the very practical problem of administering the student activities program.

These activities as they exist today pose a problem to the administrator, not so much as to their educational value, but because they have been relegated to the role of "extracurricular" activities. Since they are "extra," time must be allotted which will not interfere with the curricular activities of the high school. Helble says,

In organization and administration of an extra-class activity program, we find many unsolved problems. Research and experimentation will help solve them. The following questions outline some of the problems. 1. . . . 2. Shall extracurricular activities be completely curricularized and required of students? Opponents say American society must always have a place for voluntary, non-credit effort on the part of students. 3. Should extracurricular activities be incorporated within the school day or assigned to out-of-school time? 4. . . . 5. . . . 6. . . .²

Graduation from Montana high schools requires

¹Paul E. Elicker, from the Foreword of The Bulletin of the National Association of Secondary-School Principals, 36:v, February, 1952.

²Herbert H. Helble, "Extra-Class Activities," National Education Association Journal, 41:77, February, 1952.

satisfactory completion of a certain number of units of work during the course of high school study.

A unit course of study in a secondary school is defined as a course covering an academic year of not less than thirty-six weeks that shall include in the aggregate not less than the equivalent of one hundred and twenty sixty-minute hours of classroom work. The length of class periods allowed for all subjects of laboratory nature, such as home economics, industrial arts, and laboratory science courses, for such days as are assigned to laboratory work, shall be not less than fifty-five minutes in actual class time daily. In no case should there be less than one hundred and seventy-two days when schools actually are in session.³

If, then, Montana schools are going to maintain these standards set up by the Northwest Accrediting Association with regard to time spent in classroom work, how can they best administrate an extracurricular program? The time taken from regular class work and allotted to these activities becomes a concern to both the administrator and the faculty.

Part "B" attendance reports to the State Department of Public Instruction do not include absences from class caused by participation in extracurricular activity. Normally the only reference made to extracurricular activities in the permanent records of Montana high schools is

³The Northwest Association of Secondary and Higher Schools, Manual of Accrediting Secondary Schools, A Manual Prepared by the Revision Committee on Secondary Schools (University of Oregon, Eugene, Oregon, 1955).

a statement of the number of these activities in which each member of the graduating class participated.

Pupil participation in extracurricular activities has a direct bearing on the classroom work of the pupil. Curricular work is geared to the pupil attendance, and excessive absences tend to disrupt classroom procedures. The problem of this study is to determine if the amount of class time lost to extracurricular activities is significant in the light of Northwest Association Accrediting standards. How the quality of work is affected by these activities is of no concern to this study.

Significance of the problem. A detailed study of the amount of time students spend out of class for any one reason leads to a consideration of the relative importance of the reason for this loss of time. Is the classroom work more important, or is the reason for absence from class more important? In the case of time lost because of extracurricular activities there can be found in our high schools a continuous struggle between curricular and extracurricular work. This dichotomy has existed for about thirty years and has persisted largely because of the failure of pedagogues to recognize the contribution that these activities can make to the curriculum. These activities according to Shannon have

undergone four stages of development. They are: "(1) suppression, (2) toleration, (3) used as bait for the curriculum, (4) featured as worthy ends in themselves."⁴ The last stage is found evident only in the more progressive schools; in some schools the first or second stage is still in practice. The encouraging thing to note is that this dichotomy is disappearing.

This study should help to point out that the trend of including extracurricular activities in the regular school day is very definite, with the possible implication that there is much more actual time spent out of the classroom for these various activities than is generally realized. If so, then this study will lend a helping hand to the movement of combining the curricular and extracurricular activities in the modern high school.

The U. S. Office of Education Bulletin No. 7 shows a strong indication that the unit of learning has outlived its usefulness.⁵ If a student misses a number of class periods in any one subject because of extracurricular activities, and, if this number of class periods missed is

⁴J. R. Shannon, "Curricular and Extra-curricular," School Activities, 23:229, March, 1952.

⁵Ellsworth Tompkins and Walter H. Gaumnitz, The Carnegie Unit: Its Origin, Status, and Trends, Washington, U. S. Government Printing Office, 1954. (Office of Education Bulletin No. 7, 1954).

in excess of those permitted by the Northwest Association, then in a strict sense of the word he has not earned a credit in that course. The solution does not lie in failing the student. It does not lie in stopping the extracurricular activity. But, according to writers such as Bowden, the solution lies in the combining of extracurricular activities and curriculum.

Bowden says:

The final suggestion for improvement (of extracurricular activities program) concerns the number and nature of restrictions placed on student participation in various activities. This might indicate that we have not gone all the way yet in our acceptance of the newer philosophy as to the place of student activities in the over all school program. However, enough is shown to prove that schools are making progress in the right direction.⁶

The administrator of any Montana high school is faced with the problem of how much time to allot to extracurricular activities. Some activities take an amount of time that has gone beyond the control of the administrator. For instance, distant trips of the athletic teams require a certain amount of time, and the only way to lessen that time would be to cancel the athletic event. This holds true for tournaments or meets of various types. The question here is not how much time is needed for each,

⁶E. L. Bowden, "Current Trends in Administration of Student Activities," School Activities, 25:30, September, 1953.

but how many meets the school will enter. Other activities such as assemblies, plays, and class meetings can be held during school for various lengths of time or can be moved to before or after school hours. Tompkins begins a list of eight questions that a school administrator might consider when he is setting up an extracurricular activities program with, "to what extent do pupils participate in the activity program?" And he ends the list with, "how has the school appraised the amount and quality of pupil participation in extra-class activities?"⁷

Thus the results of this study may help to reveal the advantages inherent in combining the curriculum and the extracurricular activities.

The nature of this study causes it to be of particular interest to only one school. It can serve as an indicator to other schools similar to Whitefish High School in size and administrative organization, but any detailed application of the findings might result in too great an error. If any unusual amount of student participation, whether too much or too little by any group of pupils in extracurricular activities, is noted, then there is afforded to the administrator of Whitefish High School

⁷Ellsworth Tompkins, "Relation of Activities to the Curriculum," The Bulletin of the National Association of Secondary-School Principals, 36:14, February, 1952.

an opportunity for re-evaluation of the activity program.

The purpose of the study. This study was begun as a continuation or outgrowth of interest aroused during a year of high school administrative duties and was stimulated by course work in high school curriculum on the part of the investigator. The frequent comment of teachers as to the interference of extracurricular activities with classroom teaching indicated that a detailed report showing just how much time actually is lost because of these extracurricular activities would be of interest to both teacher and administrator.

In general, this problem is one of quantity. It involves all absences from all classes taught in the senior high school. All of these absences had to be grouped according to classification of activities and teaching areas. A system of tabulation of class periods missed was devised. This system had to include not only amounts of time lost, but also reasons for losing the time. Provision had to be made for totals of the various time intervals. Thus the procedure was one of recording for the entire school year any and all absences with a strict regard as to the reason for the absence.

In summary then, the purpose of the study is:

(1) to obtain a detailed accounting of time originally

scheduled for classroom work but which for one reason or another was taken from the classroom work and given to extracurricular activities; and (2) to record and classify this time in a manner that will shed some light on the administration of these activities and possibly give some impetus to the movement of recognizing the inherent good in these extracurricular activities as educational aims in themselves.

The scope of the study. The scope of this study is described by the following list.

1. The study involved one high school.
2. The study was concerned with reasons for non-attendance.
3. The study was concerned with classroom attendance.
4. The study included every class taught in the senior high school.
5. The study included every student in attendance at Whitefish High School.
6. The study was concerned with the various periods of the day that each student was non-attendant.

The high school involved was the senior high school of Whitefish, Montana. The high school included grades nine through twelve with a total enrollment of nearly three hundred pupils. There was an immediate need for a complete card file on the high school student body containing the class schedule of each student for the entire year. After this card file had been prepared, a tabulation was made showing the number of class periods missed by each student. Part of this study included all

students who registered for regular high school work at the beginning of the school year. The rest of the study included all those students who had a record of 179 days attendance.

Limitations of the study. During the course of conducting this study the ever present temptation was to attempt to find if this time taken from classwork to participate in extracurricular activities had any effect on the scholastic achievement of the individual pupils. While this is definitely related, it is just as definitely an entirely different study. While this study could aid the other, the other would be of no great aid to this study. This investigation was limited to:

- (1) individual absence from class, (2) one school, and
- (3) absences as reported by the faculty or the principal's office only.

The original data collected were a tabulation of each student's absence from class. If a whole class was dismissed for some extracurricular activity for one period, the names of the students in that class had to be obtained so that one missed class hour could be marked opposite each name. The total number, of course, was important; but the first consideration had to be given to the individual student.

Only one school was included in the study. The nature of the study commanded this. The amount of work necessary to collect the data prohibited asking anyone else at any other school to provide the data. The data collection required a constant vigil over any extra-curricular activity that might originate outside of the principal's office in order to call official attention to that activity. It required that a running tabulation be made during the entire year. To conduct the investigation at different schools during successive years would not have been advisable because comparisons would have been invalid.

The absences as noted by the principal's office and the absences turned in by the faculty members were the official absences recognized in this study. The daily bulletin listed for the benefit of the teachers all those pupils who would not be in class that day. The reason for absence was also usually given on the bulletin. If a reason was not given, it had to be procured from the office; or in most cases the reason was obvious because of the particular group of students absent. For instance, if the basketball team had to leave early, the bulletin might only list the names, but those names identified the group and made obvious the reason for absence from class. If a teacher took

a student out of class to work on some extracurricular activity and did not report this to the office, then this particular absence was not included in this study. If, during a class, a student was engaged in an extracurricular activity and was present in the class room, he was not included in this study for that particular class period.

Definition of terms. Three terms that have special meaning for this study are: (1) extracurricular, (2) class-hour, and (3) student-class-hour. The following definitions have been assigned to each.

The meanings of extracurricular are many and varied, largely because a precise definition is quite difficult to obtain. Fretwell had this to say.

Extra curricular activities may be defined as those legitimate activities of the school not otherwise provided for. It is recognized that an activity may be curricular in one school and extracurricular in another, and the reverse. There are many examples such as debating, dramatics, school publications. Likewise within a single growing school there are changes from year to year in respect to what is and what is not curricular.⁸

Jones, working under the sponsorship of Fretwell, posts three criteria for extracurricular classification.

⁸E. K. Fretwell, Extra-Curricular Activities in Secondary Schools (Boston: Houghton Mifflin Company, 1931), p. 6.

This study will adopt the Jones' definition which defines any activity as one:

- a. which is not on the regular schedule.
- b. for which no credit leading toward graduation is given.
- c. for which there is no prescribed course of study.⁹

The class-hour will be defined as the length of one class period at Whitefish High School. This time, counting from the tardy bell to the dismissal bell, amounted to fifty-five minutes.

The student-class-hour hereafter will be interpreted as one student's attendance for one class-hour.

⁹Galen Jones, Extra-Curricular Activities in Relation to the Curriculum (New York: Teachers College, Columbia University, 1935), p. 6.

CHAPTER II

REVIEW OF RELATED LITERATURE

The search of related literature was made with a twofold purpose in mind: (1) to determine if any similar studies have been made; (2) to establish the importance of the study, that is to find out if a sufficient number of writers in the field of extra-curricular activity considered this topic worthy of study.

Similar studies have been made. Here in Montana the problem has been felt as is shown by the increased number of Masters' studies in the last half of the past ten years. Anderson concluded a study in 1955 dealing with the student participation in extracurricular activities in so far as membership is concerned. His study was concerned with, among other things, the number of students participating in extracurricular activities, and how some selected conditions affected the membership.¹

Studies have been made by Bergstrom, Brown,

¹R. B. Anderson, "Student Participation in the Extra Curricular Activities Program of Two Montana High Schools" (unpublished Master's thesis, Montana State University, Missoula, Montana, 1955).

Stengel, and Thompson dealing with the administration of student activity programs of Montana schools.²

While many studies have been made and many articles have been written dealing with extracurricular activities and their administration, nowhere was there found any attempt made to quantitatively analyze and tabulate the amount of time needed for extracurricular activities in the nation's high schools. Flatt obtained the opinions of administrators in one hundred accredited Idaho schools on the amount of time given to extracurricular activities in their respective schools. He concluded that:

High schools give an average of approximately two weeks school time yearly to activity programs, the more vigorous student participation losing from one to two weeks each, and the smaller the school the greater is the probable loss of time by individuals because the same individual students participate in so many activities.³

²Lloyd V. Bergstrom, "The Extraclass Activities Program in the Billings, Montana Junior High School" (unpublished professional paper, Montana State University, Missoula, Montana, 1952); Royal T. Brown, "Administration of the Extra-Curricular Program of Four Schools of Western Montana" (unpublished Master's thesis, Montana State University, Missoula, Montana, 1948); Paul Stengel, "A Study of Extracurricular Activities in the High School of Malta, Montana" (an unpublished professional paper, Montana State University, Missoula, Montana, 1954); Otto M. Thompson, "An Investigation of the Activities Programs of Thirty-one Montana Third Class High Schools" (unpublished Master's thesis, Montana State University, Missoula, Montana, 1950).

³John D. Flatt, "Do High School Activities Take Too Much Time?" School Activities, 22:190, February, 1951.

Jones also used the inquiry method to obtain answers to these questions:

1. What is the present status of the activities studied?
2. What is the judgement of principals of secondary schools concerning the most desirable status for the respective activities.⁴

In all of the related literature found, the words "extent of participation" meant the number of students who participated in extracurricular activities. Nowhere was this phrase found to connote the amount of time spent or needed for each activity. A review of the literature in 1955 by Gjerde and Alcorn contained this statement.

The literature includes reports of several survey studies, but reports of attempts at real evaluation of school activities through experimental research are notably lacking.⁵

On the other hand the search for literature that would substantiate this study yielded a considerable amount of information that encouraged the completion of this work. The following quote from Anderson's recommendations for further investigation serves as an example.

A refined measure of participation is needed. Membership in an organization does not necessarily

⁴Galen Jones, Extra-Curricular Activities in Relation to the Curriculum (New York: Teachers College, Columbia University, 1935), p. 78.

⁵Clayton M. Gjerde and Marvin D. Alcorn, "Selected References on Extra-class Activities," School Review, 63:236, April, 1952.

imply a high degree of participation in that organization's activities. The development of a more accurate instrument for measuring participation in extra-curricular activities is a project worthy of effort.⁶

That in many instances, the time needed for extracurricular activities is taken from classroom work is recognized by Dixon, who quoted a committee of the National Association of Student Councils as saying:

Classroom activities represent the major consideration of the school. This means that regular attendance is exceedingly important. Out-of-class activities also provide invaluable educational experience. In planning school activities, care should be taken at all times to see that those activities do not interfere with regular class work. In some schools out-of-class work will be handled after school; in others, at an activity or special period. All practice sessions should be handled without anyone's being taken from a class.⁷

The recognition in the literature of lost time is given importance second only to that of realizing that the extracurricular program must eventually be integrated with the curriculum. Tompkins insists that since these activities are part of living they should be part of the school day.⁸ Fretwell in his Extra-curricular Activities in Secondary Schools said, "It is the constant thesis of this volume

⁶Anderson, op. cit., p. 61.

⁷Fred B. Dixon, "Education 'In Absentia'," School Activities, 23:62, October, 1951.

⁸Ellsworth Tompkins, "Extra Pay for Extra Work," School Activities, Vol. 23, February, 1952.

that wherever possible, extra-curricular activities should grow out of curriculum activities and return to enrich them."⁹

Shannon points out, "The vanishing dichotomy of curricular and extra-curricular is only a matter of time and practice among the schools."¹⁰ Further evidence is presented by Clement who said:

There is concrete evidence to show that classroom activities and so-called extra classroom activities represent simply different phases and aspects in the realization of unified and correlated purposes of the secondary school as a whole.¹¹

There is recognition by school people that the extracurricular and the curricular are becoming one and the same. That extracurricular activities need time that is now allotted to curriculum is expressed by Spears when he said,

For years, the more modern high schools of the country have accepted into the regular classroom program such activities as newspaper, handbook, glee club, chorus, orchestra, band, dramatics, and debating.¹²

⁹E. K. Fretwell, Extra-Curricular Activities in Secondary Schools (Boston: Houghton Mifflin Company, 1931), p. 18.

¹⁰J. R. Shannon, "Curricular and Extra-Curricular," School Activities, 23:229, March, 1952.

¹¹J. A. Clement, "Purposes and Practises of Student Activities", North Central Association Quarterly, 14:288, January, 1940.

¹²Harold Spears, The High School for Today (New York: American Book Company, 1950), p. 142.

He then goes on to express the belief that all extra-curricular activities should be combined with the formal activities of written expression and reading.

In summary, while the related literature indicated a need for a quantitative analysis of extracurricular activities programs, it also showed a distinct lack of work done along this line.

CHAPTER III

PROCEDURES

The use of the daily bulletin provided accurate and official information on most of the extracurricular activities that took place during the year. This bulletin, written in the principal's office, was delivered to each teacher at the end of the first period. Appendix A shows a typical daily bulletin.¹ Other sources of data were the teachers' daily reports of absence, the attendance report to the State Department, and lastly, any observed extracurricular activity that was not included in the above three sources. The source of data used in Chapter II, Related Literature, and for the classification of extracurricular activities into groups was the Montana State University Library. The School of Education, Montana State University, provided the literature which contained the requirements for high school accreditation in Montana.

The raw data were obtained by tabulating the class-hours lost by each student. The reasons for absence from class were obtained from the principal's office whenever necessary. Only absences from class that were officially recognized were included in this study.

¹See Appendix A, p. 49.

I. ORGANIZATION OF EXTRACURRICULAR ACTIVITIES

Classification of extracurricular activities. The basis of study was the student-class-hour. One school day's absence by a student meant four, five, or six class-hours missed depending on that student's class schedule. Study periods were not considered class-hours.

Classification of the various activities into groups was done on an arbitrary basis. The number of activities included in each group was as follows:

Interscholastic athletics	5
Other athletics	9
Student government	3
Class meetings	4
Clubs and club work	8
Other extracurricular activities	9

The pattern of grouping was taken from Spears' The High School for Today.² No attempt was made to get an equal number of activities in each group, but rather, to group them into areas which included related activities. Appendix B gives a complete listing of activities by groups.³ Following is a brief description of these activities as they were found at Whitefish High School.

General provisions in time allotments for extra-

²Harold Spears, The High School For Today (New York: American Book Company, 1950).

³See Appendix B, p. 50.

curricular activities. One period was taken out of the daily time schedule for varsity practice for interscholastic athletics. Any other time needed for "B" squad practice or interscholastic games either was taken out of the school day or was scheduled during out-of-school hours. Interscholastic athletic contests were, for the most part, scheduled for out-of-school hours, although some freshman ball games were scheduled during the school day. Two basketball tournaments were held at the Whitefish High School with the dismissal of the entire school for one full day for each tournament. Very little, if any, time was lost from classwork because of football. The track team worked out during the varsity practice period and after school. All track meets attended by Whitefish High School were held on Saturdays with the exception of one. An interscholastic sport not so prevalent in other schools of Montana accounted for considerable amount of time loss by a small group of students. The trips of the ski team to various meets were to distant places and took more time than most athletic trips. Practice for skiing took no time at all from class work.

Athletics other than interscholastic athletics generally took place during out-of-school hours. For instance, the intramural basketball program was scheduled for evenings from 7 o'clock to approximately 10 o'clock.

Student government at Whitefish High School was confined to student council meetings, home room meetings, and regularly scheduled open student council meetings attended by the entire student body. There were some assemblies during the year for the purpose of group action on a particular or pressing issue. It is interesting to note that at one time during the year there was considerable discussion as to when open student council meetings should be held, during or after school hours.

There was no time allotment in the daily schedule for class meetings. Meetings called for this purpose such as a conference with a salesman to select a class ring were taken out of class time. As a general rule, class meetings were held during noon hours or immediately after school.

The probable reason for the small amount of time lost to clubs and club work was that the work of the clubs has become so correlated with one particular class that much of the informal business of the club was taken care of during the class period. The business meetings were invariably held during out-of-school hours.

The classification, 'other extracurricular activities,' includes as its name implies all the other activities peculiar to Whitefish High School. By far the greatest time consumer in this group was the lyceum or the entertain-

ment assembly. Others were pep rallies and work done on special class projects, such as the junior prom. Into this classification also fell the loss of time because of music meets. One meet was held at Whitefish High School; band members also attended one at Montana State University.

The daily class schedule consisted of six class periods. Most students had at least one study hall period in their daily schedule. This study hall provided much of the time that pupils needed for extracurricular activities, such as trips to town for the school paper advertising. The administrator at Whitefish High School made a conscious effort to channel these extracurricular activities into study hall periods and chose those students who could best afford the time out of study hall to participate in these activities.

II. ORGANIZATION OF SUBJECT AREAS

Classification of subject areas. Subjects taught during the school year were grouped into areas. These areas contained all the subjects that were related in content. They also contained all the classes taught of each subject. Here again, as with activities, no regard was given to the number of subjects in each area. The total enrollment in each area is shown below. Appendix C lists the subjects and number of classes which are

included in the different areas.⁴

Arts	108
Commercial	135
English	314
Language	39
Mathematics	174
Music	82
Physical Education	206
Science	192
Social Studies	261

III. THE AREAS OF STUDY

As the original data were collected, they were placed into the following five areas of study.

- Area I: The number of class-hours missed by each student because of extracurricular activities in each subject area.
- Area II: The total class-hours missed in each subject area for each extracurricular activity group.
- Area III: The missed class-hours attributable to the various activity groups for each week of the school year.
- Area IV: The total class-hours missed by each student because of extracurricular activities for each period of the day.
- Area V: The total class-hours absent for reasons other than extracurricular activities for each student as compared to the extracurricular absences.

Chapter IV will be concerned with an analysis of the five areas as they were found to exist at Whitefish High School during the 1955-56 school year.

⁴See Appendix C, p. 51.

CHAPTER IV

FINDINGS

I. ABSENCES IN EACH SUBJECT AREA

This area is concerned with individual absence from classes in each subject area because of extra-curricular activity participation. Only those students who were on the high school roll for 179 days were considered.

Range of class periods missed. Data of Table I show that the number of class periods missed in all subject areas ranged from one to twenty-eight. One student missed twenty-eight commercial classes, while twenty-five students missed only one physical education class. The longest range of class periods missed in any one subject area was shared by three areas. Arts, English, and commercial areas showed a difference of twenty-two between the greatest and least number of classes missed. The number of classes most frequently missed ranged from four to eleven.

Subjects most frequently missed. English and social studies were the subject areas missed by the largest number of students. This is quite probably because of the greater

TABLE I

THE DISTRIBUTION OF STUDENTS MISSING THE VARIOUS NUMBER
OF CLASSES BECAUSE OF EXTRACURRICULAR
ACTIVITIES IN EACH
SUBJECT AREA

Number of classes missed	Number of students							
	Music	Lang.	Eng.	Math.	Soc. Stud.	Sci.	Comm.	Arts P.E.
1								25
2				1				16
3				1				8
4			8	11	10	14		35
5	14		13	14	14	6		28
6	23	2	20	13	15	10	1	33
7	13	9	12	33	7	28	6	16
8	6	14	19	13	15	11	6	13
9	5	3	33	16	42	25	13	6
10	3	2	36	11	51	14	12	2
11		1	31	12	26	11	7	3
12	1		26	5	12	5	3	1
13	2		13	3	5	5	5	2
14	2	1	10	5	7	4		1
15			3		3	1	2	
16	1		3	2	8	5		3
17			2		4	2	2	1
18		1	5	2	1		5	1
19			6		1	1	1	2
20				1		1	2	
21			5		2		4	3
22						1	4	
23			1				6	2
24			1		1		4	1
25			1				2	
26			1					
27								
28							1	
Total hours missed	504	277	2586	1221	2184	1287	1191	691 882

number of students enrolled in these two subject areas. The list of these areas on page 25 shows that English and social studies have the greatest number of students enrolled in their respective groups.

II. CLASSES MISSED IN SUBJECT AREAS BY ACTIVITY GROUPS

In addition to the total number of absences in each subject area charged to the various activity groups, this area of the study deals with the number of absences per student enrolled in each subject area.

Subject areas most affected. Table II shows that in terms of absences per student enrolled, the English subject area was most affected by extracurricular activities. The average number of class-hours missed by each student was ten. The social studies area was immediately behind English with an average of 9.9 hours missed by each student.

Subject areas least affected. The physical education subject area held the best record with respect to average number of classes missed per student. There were 5.1 hours lost per student enrolled. The 5.1 figure is not so significant when the fact that the physical education classes were held every other day is considered.

TABLE II
TOTAL CLASS HOURS MISSED IN EACH SUBJECT AREA FOR
EACH EXTRACURRICULAR ACTIVITY
GROUP

Subject area	Total class hours missed							Absences per student enrolled
	Interscholastic athletics	Other athletics	Student government	Clubs	Other extracurricular activities	Class meetings	Totals	
Music	238	1			351		590	7.2
English	1000	46	740	17	1032	210	3145	10.0
Mathematics	494	6	375	6	427	116	1424	8.2
Soc. Studies	698	59	680	5	875	270	2587	9.9
Science	479	37	470	9	554	145	1694	8.8
Commercial	362	2	369	3	384	191	1311	9.7
Arts	314	7	322	1	278	104	926	8.6
P. E.	270	21	355	1	289	126	1062	5.1
Language	89		125		76	40	330	8.5
Totals	3944	179	3336	42	4266	1202	12969	

III. CLASSES MISSED PER WEEK BY ACTIVITY GROUPS

Weeks most affected. The data of Table III show that the twenty-fifth week had the largest total number of classes missed with 1,501 hours lost from classwork because of extracurricular activities. The twenty-third and twenty-fifth weeks proved to be the most costly to classwork. These were the weeks that basketball tournaments were held at Whitefish and one day of classes was lost to the entire student body each week.

Weeks least affected. The first, second, eleventh, and last weeks of the year were unique in that there were no absences from class for extracurricular activities noted during these periods of time. There were no absences recorded during the first and last weeks of the school year because of the disorganized state of school during this time. During the first week registration and class scheduling took place, and during the last week final testing caused considerable confusion.

Tendency. The most important tendency from an administrative viewpoint shown by the data of Table III was that there was no time of the year that extracurricular activities took a disproportionate amount of time from class work.

TABLE III

TOTAL ABSENCE BY ACTIVITY GROUPS PER WEEK

Weeks of the year	Interscholastic athletics	Other athletics	Student government	Clubs	Other extracurricular activities	Class meetings
1						
2						
3	277					123
4	22		270	12	238	
5	21		262		260	
6	57				16	
7	8		270		28	
8	56				2	
9			241		231	49
10			339			
11						
12	202		253			
13					25	
14		17			293	
15			236		328	58
16	39	142			7	
17		9	165		262	46
18	31		229			
19		11				
20						227
21	31		265			
22	90				195	
23	1411					
24			132	30		118
25	1501					
26	23					
27	23		132		12	119
28	23				175	248
29					671	
30					207	
31					711	
32			218		298	246
33					212	
34			214		194	
35	71					
36						

IV. CLASSES MISSED PER PERIOD

To find if any part of the day was called upon too much or too little to provide time for extracurricular activities is the concern of this area of the study. The data of Table IV provide the information needed for this analysis. Any student who was not on the roll 179 days was not included in this group.

Class periods most affected. The class period most frequently called upon to support extracurricular activities was the fifth period. It was missed a total of 2,493 times. This period was also noteworthy in that it was missed by two students twenty-five times. The third period was most frequently missed with each of seventy-one students missing this period ten times. Decreasing numbers of students missed this period in frequencies of eleven to nineteen times, inclusive.

Part of day most affected. The three periods in the morning gave up more class periods with a total of 5,899 than did the afternoon classes whose total was 4,944.

V. CURRICULAR AND EXTRACURRICULAR ABSENCES COMPARED

This area of the study makes a comparison of the total number of absences from class because of extra-

TABLE IV
DISTRIBUTION OF INDIVIDUAL ABSENCES FOR
THE SIX PERIODS OF
THE DAY

Number of times the period is missed	Number of students					
	First period	Second period	Third period	Fourth period	Fifth period	Sixth period
1	17	8	2	1	10	
2	7	3	1		6	2
3	1	1	2	3	1	
4	1	31	9	57	2	7
5	9	14	10	46	2	24
6	27	9	13	29	3	23
7	82	6	9	20	6	27
8	39	17	11	16	17	30
9	14	42	31	15	38	10
10	7	37	71	4	50	11
11	2	38	38	1	35	9
12	5	3	24	4	26	6
13	2	10	10	3	10	7
14	3	4	6	3	10	2
15	1	3	1		3	
16	2	2	3	1	5	2
17	1	1			4	
18		2	2			1
19	1		1		5	
20					1	
21					2	1
22					1	
23					1	
24						
25					2	
Totals	1560	1987	2352	1241	2493	1210

curricular activities to absences for reasons other than extracurricular. Only those students on the high school roll 179 days were included in this comparison.

The number of class periods missed for other reasons was obtained by multiplying the number of days absent obtained from the Part "B" report by five. Five periods a day was picked as the representative number of classes taken by any one student at Whitefish High School.

Range of class periods missed. Table V shows that no one missed less than twenty class periods or more than 109 because of extracurricular activities, whereas the range of class periods lost because of reasons other than extracurricular was from twenty students in the zero to nine group to four students missing in excess of 120 hours.

Individual absences compared. Of the 246 students who were on the high school roll 179 days or more, 160 missed more class time because of extracurricular activities than they missed for other reasons. Two students missed an equal amount of time for each reason.

Relevant information. A pertinent observation that can be made from Table V is the frequency with which students missed thirty to sixty classes because of participation in extracurricular activities. This norm

TABLE V
COMPARISON OF INDIVIDUAL ABSENCE FOR EXTRACURRICULAR
ACTIVITIES AND ABSENCE FOR REASONS
OTHER THAN EXTRACURRICULAR
ACTIVITIES

Number of periods	Number of students	
	ECA*	Other
0-9		20
10-19		52
20-29	8	40
30-39	93	24
40-49	84	20
50-59	37	22
60-69	16	13
70-79	1	11
80-89	6	7
90-99		5
100-109	1	5
110-119		3
120----		4

*Extracurricular activities

pattern is in contrast to the greater range of absences for other reasons, but a range in which large frequencies were nearly absent.

VI. FURTHER COMPARISONS

Division of total time lost. The data presented in Table VI show that ninety per cent of the total time spent in extracurricular activities by the students of Whitefish High School was taken by three of the six groups of activities. This ninety per cent was split almost evenly among interscholastic athletics, student government, and 'other extracurricular activities'. The activity least costly of school time was by no means the least participated in by the students.

Comparison of extracurricular time to total time enrolled. Table VII, p. 38, shows that the time needed for extracurricular activities did not account for a large per cent of the total number of student-class-hours. The category, other extracurricular activities, accounted for most of the 7.19 per cent total with a 2.36 per cent figure.

Standards and extracurricular absences. In the light of accrediting standards of the Northwest Association of Secondary and Higher Schools the number of students

TABLE VI
PERCENTAGE OF TOTAL TIME LOST BY EACH ACTIVITY GROUP

	Each group	Total	Per cent
Interscholastic athletics	3944	12969	30.4
Other athletics	179		1.39
Student government	3336		25.7
Clubs and club work	42		.32
Other extracurricular activities	4266		32.9
Class meetings	1202		9.29
Total	12969	12969	100.00

TABLE VII
PERCENTAGE OF TOTAL TIME ENROLLED SPENT IN
EXTRACURRICULAR ACTIVITIES

	Extra curricular activities	Total enrolled	Per cent
Interscholastic athletics	3944	179900*	2.2
Other athletics	179		.10
Student government	3336		1.85
Clubs	42		.02
Other extracurricular activities	4266		2.36
Class meetings	1202		.66
Total	12969	179900	7.19

*311 students multiplied by five classes times 180 days

missing an excessive number of classes was not in violation of the standards.⁵ The daily class schedule was composed of six periods, each of fifty-five minutes duration.

This meant that any one student could miss sixty periods of any one class and still come up to the standards of the Association with respect to the number of classes attended.⁶

No student at Whitefish High School missed that many periods from any one class. Figure I shows that most of the students missed from thirty-six to forty class periods, or about eight school days. One student did miss an equivalent of twenty days because of extra-curricular activities.

⁵The Northwest Association of Secondary and Higher Schools, Manual of Accrediting Secondary Schools, A Manual Prepared by the Revision Committee on Secondary Schools (University of Oregon, Eugene, Oregon, 1955).

⁶Ibid.

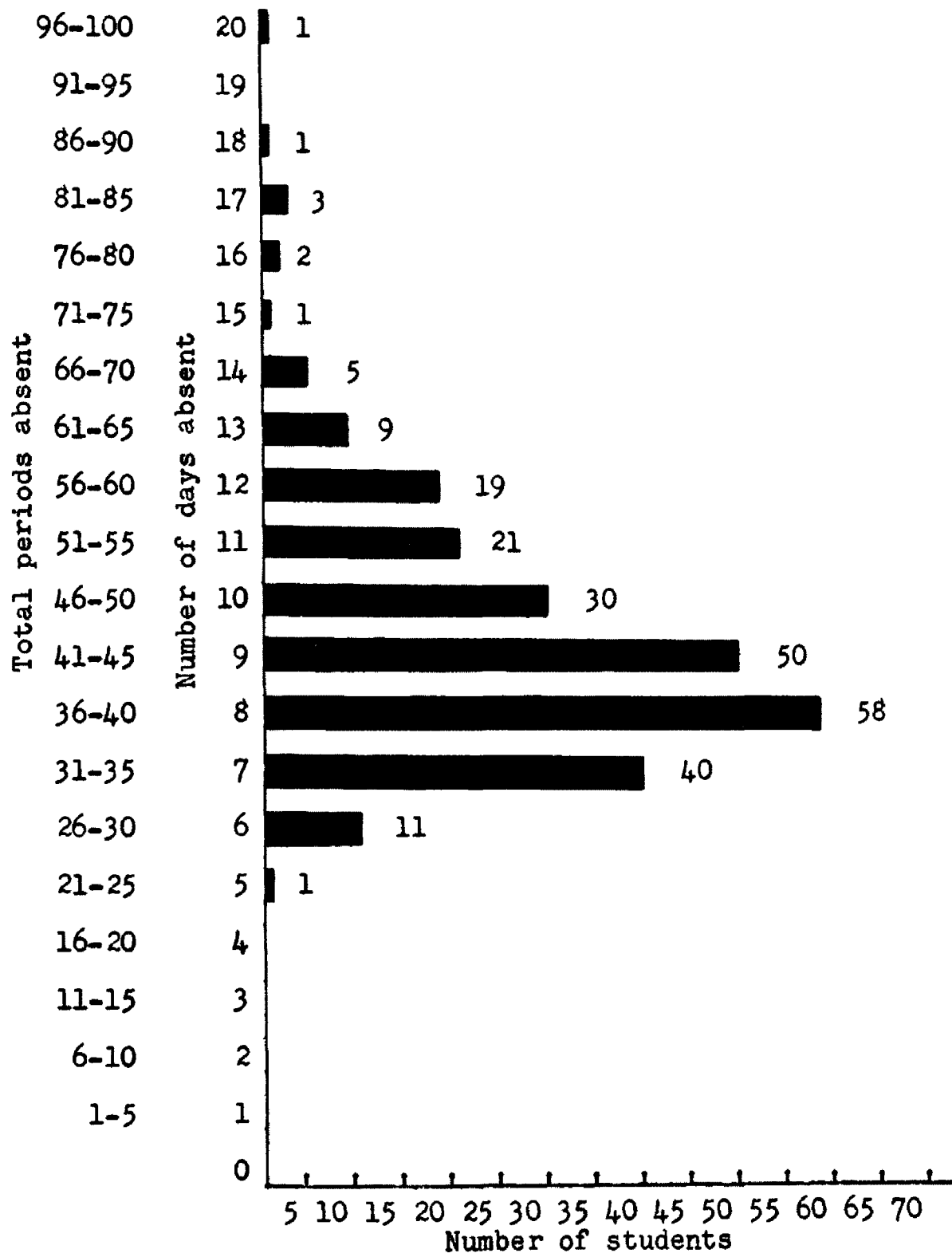


FIGURE 1

THE RANGE OF ABSENCES CHARGED TO
EXTRACURRICULAR ACTIVITIES

CHAPTER V

SUMMARY

The problem. The study was undertaken to determine if the amount of time lost from classroom work by individual students and spent taking part in extracurricular activities was:

1. In violation of Northwest Accrediting standards.
2. Excessive in part or in whole.
3. Of such a nature as to provide information for extracurricular activities administration at Whitefish High School in the future.

Information for the study was obtained directly from the attendance reports in the principal's office of Whitefish High School and placed in the following five areas of study.

- Area I: The number of class-hours missed by each student because of extracurricular activities in each subject area.
- Area II: The total class-hours missed in each subject area for each extracurricular activity group.
- Area III: The missed class-hours attributable to the various activity groups for each week of the school year.
- Area IV: The total class-hours missed by each student because of extracurricular activities for each period of the day.
- Area V: The total class-hours absent for reasons other than extracurricular activities for each student as compared to the extra-curricular absences.

Observations. With respect to Northwest Accrediting Standards no one student missed so much time from class

because of extracurricular activities that his earning a unit of credit was seriously jeopardized. The numbers of absences from class for most of the students were well below the permissible limits set by the Association.

The activity program did not take excessive amounts of class time for any one activity group. Clubs used very little class time. Three groups accounted for ninety per cent of the class time needed for extracurricular activities, while one group accounted for less than one per cent.

Recommendations. The results of this study indicate that the following recommendations be made. Because of the relatively small amount of time taken from the classroom and charged to clubs and clubwork, the recommendation is made that, wherever possible, other extracurricular activities be patterned along the lines of this activity.

If, in the future, there is felt a general dissatisfaction with the extracurricular activities program at Whitefish High School, then this study could be of value to the administration of the school in a re-evaluation of the program. For the moment, the study can serve as a portrayal of the relative amount of class time used for the present activities program in Whitefish High School.

Further study. The increasing amount of time needed for extracurricular activities programs warrants further study of this type with more refined techniques. The programs of other schools should be studied to complete the picture. Study of extracurricular activities has increased tremendously in the last ten years. The effect of extracurricular activities on classroom work is far from complete, though much has been done in this area.¹

¹Roland C. Faunce, "Schools for Adolescents: Non Class Experiences," Review of Educational Research, 24:69, February, 1954.

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APPENDICES

DAILY BULLETIN

DECEMBER 12, 1955

Lyceum this morning - 10:30. Students that do not have their activity cards may sign at the office.

There will be a practice for the dramatic club skit this afternoon at 4:30 (John Card please note)

Will Shirley McNeil please see Mrs. Dedon at the end of the first period.

Jim Reed and Paul Hinman don't forget your practice at 12:30 today - room 3.

Will Sharon Hedman and Tommy Smith please see Mrs. Dedon today.

Short Latin Club meeting today after school in room 3.

Please drop Larry Rasmussen and Kenneth Carlson from attendance roll.

The following students are excused 4th, 5th and 6th periods today:

Jerry Beller
Austin Pahrman
Bud Wilhelm

Kip Williams
Don Kastella

Absentees:

Margaret Wehr
Fred Krueger
Janet Paul
Sandra Marlow
Gary Eckert
Phylis Stok
Carla Holien
Delores Caciari
Shirley McNeil
Louise Swisher
Gordon Cusick

Leona Erickson
Dorothy Quilling
Sharon Raymond
Terry Helm
Carol Helland
Sharon Erickson
Ina Mae Rice
Sharon Kruse

APPENDIX B

ACTIVITIES INCLUDED IN EACH GROUP

Interscholastic Athletics:	Football Basketball Track and Field Skiing Golf
Other Athletics:	Football Basketball Volley Ball Baseball Cage Ball Skiing Ping Pong Track and Field Golf
Student Government:	Student Council Meetings Home Room Meetings Assemblies
Clubs and Club Work:	Latin Club "W" Club Girls' Athletic Association Future Homemakers of America Wig and Masque Honor Society TNT Ski Club
Class Meetings:	Freshman Sophomore Junior Senior
Other Extracurricular:	Annual Staff Assemblies Breeze Staff Forensics Lyceums Music Meets Practices Pep Rallies Unclassified

APPENDIX C

SUBJECTS AND NUMBER OF CLASSES INCLUDED IN EACH SUBJECT AREA

Arts-seven classes:	Art Industrial Arts Mechanical Drawing
Commercial-six classes:	Bookkeeping Office Practice Stenography Typing I Typing II
English-twelve classes:	English I English II English III English IV Literature Speech
Language-two classes:	French Latin
Mathematics-five classes:	Algebra Advanced Algebra General Mathematics Plane Geometry Solid Geometry
Music-one class:	Band
Physical Education-four classes:	Physical Education
Science-ten classes:	Biology Chemistry General Science Home Economics Physics
Social Studies-ten classes:	American Government American History Civics Psychology Sociology World History